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ABSTRACT

Symposium papers pertaining to the competition for students accompanying college desegregation are summarized. Attention is also briefly directed to the impact of court-ordered guidelines for the development of desegregation plans, and the North Carolina Central University's Institute on Desegregation, which promotes research into desegregation. The 1977 federal guidelines suggest that numerical goals be set for increasing enrollment of black students in white four-year institutions. These guidelines inadvertently created competition for students among black and white state colleges and universities. The symposium papers, which represent cooperative research among institutions, indicate the types of research that will be useful to administrators as they plan to meet the problem of increasing minority student enrollment. Symposium papers and authors are as follows: "Why Minority and Majority Students Select a College" (Linda K. Pratt, Donald J. Reichard, Norman P. Uhl, Jeff E. Smith); "A Racial Breakdown of Attrition Trends Within the University of North Carolina, Fall 1975 and Fall 1976" (Robert L. Hester, Jr., Patricia Gaynor, Brenda A. Freeman, William Lawrence); and "Environments of a Predominantly Black and a Predominantly White Campus as Seen by Black and White Students" (Norman Uhl, Donald Reichard, Linda Pratt). (SW)

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IDENTIFYING SOURCES OF CONFLICT IN THE DESEGREGATION OF STATE SYSTEMS OF HIGHER EDUCATION: FOCUS ON THE COMPETITION FOR STUDENTS

A Symposium Presented by the Institute on Desegregation of North Carolina Central University for Presentation at the Association of Institutional Research Annual Forum
Houston, Texas
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COOPERATIVE PROJECT

This paper has been identified by a joint project of The Institute on Desegregation at North Carolina Central University and ERIC Clearinghouse on Higher Education at George Washington University. The purposes of this project are to identify, collect, and make available literature concerned with

(1) the problems of minority students in higher education in general and
(2) the problems of desegregation in historically black colleges and universities in particular.

New published and unpublished materials are reviewed and recommended by participants of the Institute on Desegratation's Interinstitutional Research Group (ID/IRG) for acquisition by ERIC Clearinghouse on Higher Education. An annual bibliography of this material will be published under the names of ERIC and the Institute.

Various types of materials are being solicited, especially unpublished and unindexed materials, as well as publications, produced by faculty and staff members. Included in these may be unpublished faculty studies, institutional research studies, master's theses, monographs, papers presented at professional meetings, articles from general and scholarly periodicals, and conference and workshop proceedings not covered by ERIC Clearinghouse on Higher Education.

To be acceptable for inclusion in the ERIC system, the materials submitted for evaluation must be (1) reproducible, (2) of sufficient substance to be of value to practitioners, researchers, scholars, and others, and (3) not repetitive of materials that are already currently available.

If additional information is needed about this cooperative project or the criteria for selection of materials, please write or call the Director of the Institute on Desegregation at 919/683-6433, North Carolina Central University, Durham, North Carolina 27707.

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SYMPOSIUM SUMMARY

IDENTIFYING SOURCES OF CONFLICT IN THE DESEGREGATION OF STATE SYSTEMS OF HIGHER EDUCATION: FOCUS ON THE COMPETITION FOR STUDENTS

The Institute on Desegregation at North Carolina Central University was started to encourage and promote research into the process of desegregation, particularly at the post-secondary level. One strategy for fulfilling this mission was the formation of an informal inter-university research group. The three research papers and the implications which form the basis for this symposium resulted from group meetings. Mr. Jeff E. Smith, director of the Institute, acted as cochairman of the symposium.

In July of 1977 the Department of Health, Education, and Welfare issued court-ordered guidelines for the development of plans to desegregate state systems of higher education. The guidelines were developed as an outgrowth of a case heard in the United States District Court for the District of Columbia. The court had previously found that the desegregation plans accepted by HEW for the states of Arkansas, Florida, Georgia, North Carolina, Oklahoma, and Virginia were not adequate to meet the requirements of Title VI of the Civil Rights Act of 1964. A complete summary of the guidelines is not possible in the context of this summary, but two elements of the requirements are of particular interest, not only to the six states mentioned above but to the four other states that maintained segregated, state-supported systems of higher education prior to 1964 and possibly to all other states in which blacks and other minorities are underrepresented in the state-supported systems of higher education. Specifically, the guidelines suggest that numerical goals be set

for increasing enrollment of black students in white four-year institutions so that the proportion of black high-school graduates entering the state-supported institutions will equal the proportion of white high-school graduates entering the same institutions. By the 1982-1983 academic year, the number of black students in traditionally white institutions must increase at least 150 per cent over the number enrolled in the 1976-1977 academic year. Second, at the same time that the number of black students in predominantly white institutions increases, the black institutions must be strengthened. When duplications in programs are to be eliminated or when new programs are to be instituted, first consideration is to be given to their placement in the black colleges.

The requirements of increased minority enrollment in the predominantly white colleges, in the face of stability in the total number of students, place the predominantly white colleges in competition with predominantly black colleges for black students. In addition, if the predominantly black colleges are to grow, they must recruit white students as well as black students. The resources, students in this case, are limited so that state-supported institutions must compete to keep enrollments at desirable levels.

Given the situation created by the new HEW guidelines, the administration of both predominantly black and predominantly white institutions in the affected states would benefit by research into three areas: (1) reasons students give for choosing a specific college; (2) the attrition rates of majority and minority students at black and white institutions; and (3) the general satisfaction reported by minority and majority students at the respective types of colleges. Research papers relating to the three preceding topics were presented, followed by a paper dis-

cussing the implications of the results, authored jointly by an administrator from a predominantly black university and one from a predominantly white university.

The first paper, "Why Minority and Majority Students Select a College," authored by Drs. Linda K. Pratt, Donald J. Reichard, Norman P. Uhl, and Mr. Jeff E. Smith, was presented by Linda K. Pratt of North Carolina Central University. The paper analyzes the reasons students select a college. The data were collected through a questionnaire given to black and white students at The University of North Carolina Greensboro (UNC-G), The University of North Carolina at Chapel Hill, and North Carolina Agricultural and Technical State University (NCA&T). The first two institutions are predominantly white universities, the third is predominantly black. The results of surveys given to the entering freshmen classes of 1975 and 1976 at UNC-G, North Carolina Central University (NCCU), a predominantly black university, and North Carolina State University (NCSU), a predominantly white university, were also included. Many similarities in reasons given by students were found, with most students choosing a college because of the general academic reputation of the college or because of specific programs. Financial reasons were not listed as the major factor. There were some differences in the reasons given by minority and majority students. For example, the location of the university tended to be an important selection criteria for white students selecting predominantly black colleges; though the reverse was not true. High-school counselors were more influential when black students selected a predominantly white college than when white students selected a predominantly black college. Though there were similarities in the responses of minority and majority students at each institution, those differences that did appear have important

implications for recruitment at both predominantly black and predominantly white universities.

Effective recruitment is one method for increasing enrollment in the total student body or any specific subgroup; however, the same goal can often be achieved through a reduction in attrition rates for those already enrolled. The second paper presented an analysis of the fall 1975 and the fall 1976 attrition rates for black and white students at the five predominantly black and the eleven predominantly white colleges of The University of North Carolina system. Overall, the attrition rates appear to be greater for white students than for black students at predominantly black institutions. A similar trend did not appear when attrition rates of black students at predominantly white universities were considered. Again these results have implications for administrative decisions as well as for further research. This paper, entitled "A Racial Breakdown of Attrition Trends Within the University of North Carolina, Fall 1975 and Fall 1976," was written by Robert L. Hester, Jr., assistant director of institutional research, North Carolina A. and T. State University; Patricia Gaynor, manager of institutional and academic research, Appalachian State University; Brenda A. Freeman, research analyst, Fayetteville State University; and William Lawrence, chairman of the Department of Psychology and Guidance, North Carolina A. and T. State University. It was presented by Mr. Charles I. Brown of Fayetteville State University.

Given the trend for differential attrition rates, the general satisfaction of students with their college becomes an important factor to be considered in making administrative decisions. A student survey, developed by Dr. Norman P. Uhl of North Carolina Central University and Dr. Donald J. Reichard of The University of North Carolina at Greensboro, was

administered in 1977 to all graduating seniors at UNC-G and to a sample of freshmen, sophomores, juniors, and seniors at NCCU. Special efforts were made to include minority students at both institutions and the results reveal differences that may have important implications in light of the recent HEW guidelines. In addition, the survey instrument, composed of several scales developed by Robert Pace of the University of California at Los Angeles as well as additional items relating to student satisfaction, may be of interest to those involved in college student research. The paper containing the results of these surveys is "Environments of a Predominantly Black and a Predominantly White Campus as Seen by Black and White Students." It was written by Drs. Uhl, Reichard, and Pratt. It was presented by Dr. Reichard.

The implications of the three papers for both black and white state-supported universities was discussed in a paper written by Dr. Uhl, Associate Vice-Chancellor for Academic Affairs for Research, Evaluation, and Planning at North Carolina Central University, and Dr. Thomas Stafford, Vice-Chancellor for Student Affairs at North Carolina State University. Ms. Paula Kuebler of the Office for Civil Rights of the Department of Health, Education, and Welfare was unable to participate in the symposium.*

The recent HEW guidelines may have inadvertantly created competition for students among black and white colleges and universities within the state-supported systems. Both predominantly white and predominantly black institutions need to maintain or increase their enrollment and, to do this, they need to recruit additional students and retain those already enrolled. The papers presented in the symposium indicate the types of research that will be useful to administrators as they plan to meet the problem of increasing minority student enrollment. Despite the potential

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*HEW-OCR travel funds were frozen.

conflict, planners and administrators from both predominantly black and predominantly white institutions stand to benefit from the type of cooperative research efforts with other institutions which led to the papers presented here.